

Reaching New Heights

of Professional Development



**2005-2006
Leadership Academy**

Professional Development Series

Missouri Department of Elementary and Secondary Education



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Welcome to the 2005-2006

Professional Development Series

Fall 2005

Dear Educator:

The Leadership Academy is proud to announce a new professional development series to assist you in building your school's capacity to improve student performance. These offerings are excellent training opportunities for professional development committee members, teachers, administrators and other school leaders.

You may select individual sessions or strands that meet the needs of your school's professional development and school improvement plans. Strands have been prepared to offer multiple perspectives of topics so that you and your district gain expertise in the area.

The five strands are:

- School Leadership,
- Curriculum,
- Assessment,
- Instructional Strategies, and
- Instructional Leadership and Collaboration.

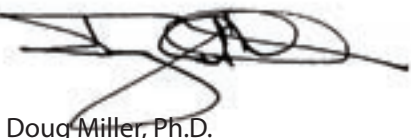
Research has proven that when teams of two or more attend, your chances of actually implementing the skills and strategies are greatly increased. We believe so strongly in strands and teams that we are significantly discounting the cost for them.

As you develop your individual learning plan, select from the wide array of presenters. Few opportunities exist in the nation comparable to this outstanding selection.

Missouri, like many other states, is facing immense challenges with the No Child Left Behind legislation, including a shortage of highly qualified teachers and an increased scrutiny of low-performing schools. We must carefully use our limited professional development funds to focus on high-quality professional development. The strands we have designed optimize your potential to make a difference in your classroom, school or district to ensure student success.

Come join other educators as they obtain new knowledge and skills about how to improve their schools' performances. The Academy will be issuing continuing education units and certificates that recognize your attendance as a Certified Leadership Academy Developer.

Sincerely,



Doug Miller, Ph.D.
Coordinator of Professional Development/Leadership Academy
Missouri Department of Elementary and Secondary Education



School Leadership

Learning-Oriented School Leadership: Promising Practices for Supporting Adult Learning and Development

Ellie Drago-Severson, associate professor of education at Columbia University, believes that today's educational challenges place new demands on teachers and other adults and call for changes in how we work and learn together. Her work is inspired by the idea that schools must be places where adults, as well as children, can grow. As educators committed to enhancing student achievement, we must first understand that real change begins with us.



During this session, you will learn about practices that can support your own and your teachers' growth. More specifically, you will learn:

- A new model of learning-oriented leadership that can be tailored to your particular settings and individual teachers.
- The four pillar practices composing this model that support adult learning.
- Adult learning principles that inform teacher growth and development, and why they are essential to effective teacher development programs.

You will also receive a copy of the book *Helping Teachers Learn* by Drago-Severson.

Target Audience: Those involved in school leadership, including superintendents, principals, aspiring principals, professional development chairs and teacher leaders.

Date: Nov. 17, 2005 **Registration deadline:** Nov. 3, 2005

Location: Room 450, Governor Office Building, Jefferson City, Mo.

Conscious Leadership

Outstanding leaders think about and perceive facilitation in ways that others don't. In this session, **Rob Bocchino** describes these differences of perception, diagnosis and intervention, and uncovers patterns that are teachable and replicable. Participants will chart personal and professional consciousness in ways that sharpen their ability to apply cognitive maps and to anchor change processes to both individual and system history, identity and experience.

Participants will be able to:

- Explain and teach concepts and research supporting system consciousness interventions.



- Apply five maps for creating coherent group and individual consciousness.
- Identify and apply unique communication and facilitation skills associated with group intervention strategies.
- Create intervention strategies for specific groups and individuals.

Participants will receive a copy of Bocchino's book titled *Emotional Literacy – To Be a Different Kind of Smart*.

As CEO of Heart of Change Associates, Bocchino creates programs that integrate all aspects of the system in the change process. He understands that deep-order change is a result of integrating leadership, systems thinking and the dynamics of human change focusing on both the mind and the spirit. A core belief is that "the heart of change is a change of heart."

Target Audience: Those involved in school leadership, including superintendents, principals, aspiring principals, professional development chairs and teacher leaders.

Date: Feb. 24, 2006

Registration deadline: Feb. 10, 2006

Location: Lenoir Community Center, Columbia, Mo.

The Soul of Leadership: Creating a School Culture with Deep Connections

Rachael Kessler, founder and director of PassageWays Institute, has developed a framework for nurturing the inner life of students and teachers which bridges the interests of educators, parents and policy-makers. Her session will focus on the role of deep connection in creating authentic community in schools and in personally sustaining school leaders.



As a participant, you will:

- Experience practices and learn guiding principles for fostering deep connection in the classroom and school.
- Explore the fundamentals of emotional intelligence and seven gateways to the souls of students.
- Discover, through an examination of brain research and learning theory, how nurturing the inner life supports learning.

Each participant will receive a copy of Kessler's book titled *The Soul of Education: Helping Students Find Connection, Compassion and Character at School*.

Target Audience: Those involved in school leadership, including superintendents, principals, aspiring principals, professional development chairs and teacher leaders.

Date: March 16, 2006

Registration deadline: March 2, 2006

Location: Lenoir Community Center, Columbia, Mo.

Reading and Writing in the Content Area

Karen Hartman, writing consultant and director of the Colorado Writing Project, will facilitate an interactive workshop focusing on content area literacy. She will provide specific strategies to support students in learning difficult content. Participants will receive a copy of *Do I Really Have to Teach Reading?* by Cris Tovani.



Karen Hartman

Workshop topics will include:

- The importance of literacy strategies across the curriculum in a time of high stakes tests and No Child Left Behind.
- Ways to engage students in meaningful content through literacy.
- Strategies to help students comprehend difficult texts.
- How to use writing to help students understand content.

Hartman's career in education includes 27 years as a teacher of English and reading.

Target audience: Those involved in school leadership and curriculum, including superintendents, principals, curriculum directors and teachers.

Date: Oct. 19, 2005

Registration deadline: Oct. 5, 2005

Location: Lenoir Community Center, Columbia, Mo.

Math is Not a Four-Letter Word

Would you like to see the students in your classroom and your district growing in their problem solving and thinking skills? Would you like to see those same students actually understanding, remembering and applying important mathematics skills and concepts?

Larry Campbell, professor of mathematics at Missouri State University, has been working with students, mathematics educators and administrators for 30 years and believes that good, authentic (and even fun!) problem solving and classroom environments can be an important key to building strong district-wide mathematics programs.



Larry Campbell

This workshop will include a hands-on session of problems in a safe and fun environment, along with important implications for your students, your classroom and your district.

Topics covered include:

- What mathematical "problem solving" is and isn't, and why it's important for our classrooms and our students.
- How "problem solving" relates to actual "learning" of mathematics at all ages.

- How to get students to understand and make sense of important mathematical concepts, and then to remember and apply them.
- The role that technology does and should play in learning mathematical skills.

Target Audience: Teachers (at all levels); administrators responsible for classroom and district mathematics instruction, planning and program coordination; and anyone interested in mathematics education.

Date: Jan. 12-13, 2006

Registration deadline: Dec. 29, 2005

Location: Lenoir Community Center, Columbia, Mo.

Differentiated Literacy Strategies for Student Growth and Achievement

In this workshop, **Gayle Gregory**, educational consultant, will give teachers an instructional and assessment framework designed to promote the multiple competencies their learners need: functional literacy for phonics, spelling and reading; content-area literacy for vocabulary, concept attainment, and comprehension; technological literacy for information searching, evaluation, and synthesis; and innovative literacy for creativity, growth, and life-long learning.



Gayle Gregory

Participants will learn to:

- Pre-assess diverse learners for literacy skills, competencies, learning styles and learning gaps.
- Create units, lessons, and adjustable assignments that address all four competencies in literacy learning.
- Use an array of instructional strategies appropriate for specific learner needs, whether learners are struggling, gifted, or have reading or learning disabilities.

The first day of this two-day workshop will focus on strategies for grades K-6, and participants will receive the book *Differentiated Literacy Strategies for Student Growth and Achievement in Grades K-6*.

The second day will include strategies for grades 7-12, and participants will receive a copy of *Differentiated Literacy Strategies for Student Growth and Achievement in Grades 7-12*.

Both books are by Gregory and Lin Kuzmich. Participants can attend one or both days, and those attending both days will receive both books.

Target audience: Those involved in school leadership and curriculum, including superintendents, principals, curriculum directors and teachers.

Date: Feb. 8-9, 2006

Registration deadline: Jan. 23, 2006

Location: Lenoir Community Center, Columbia, Mo.

Assessment

Standards-Based Grading Practices

In this workshop, **Debra Pickering** will present specific recommendations for, and examples of, transforming grading practices. Participants will receive a copy of the book title *Transforming Classroom Grading* by Robert Marzano. Building on this book and drawing from experiences working with elementary and secondary teachers, Pickering will help you understand the issues related to changing grading practices.



Debra Pickering

As a participant, you will:

- Understand what grades are for, what should be included in them and how to compute final scores that accurately reflect student learning.
- Explore the basic forms of classroom assessment, the strengths and weaknesses of each and how to combine the forms to provide a comprehensive picture of student knowledge and skill.
- Practice using record-keeping formats that are both feasible and informative.

Pickering is a private consultant and director of staff development for Littleton Public Schools in Littleton, Colo. Her work in research and development has focused on the study of learning and on the development of curriculum, instruction and assessment that address clearly identified learning goals.

Target audience: Those involved in school leadership and assessment, including superintendents, principals, aspiring principals, curriculum directors and teacher leaders.

Date: Oct. 5, 2005

Registration deadline: Sept. 21, 2005

Location: Stoney Creek Inn, Columbia, Mo.

Assessment FOR Learning: Ten Competencies for School Leaders

Steve Chappuis of the Assessment Training Institute (ATI) of Portland, Ore., will focus on the instructional leadership responsibilities necessary to ensure that comprehensive, productive and balanced assessment systems are in place in your school. Chappuis will help you identify the knowledge requirements and the specific competencies needed by leaders to support assessment FOR learning.



Steve Chappuis

You will receive a copy of the book titled *Assessment FOR Learning: An Action Guide for School Leaders* by Chappuis, Rick Stiggins, Judith Arter and Jan Chappuis.

Participants will:

- Examine a vision of a high-quality, balanced assessment system.
- Analyze the status of your current assessment system.
- Learn the assessment competencies required of school district administrators.
- Develop a plan of action to improve teaching and learning through the use of high-quality classroom assessment.

At ATI, Chappuis leads the Leadership for Excellence in Assessment program, which provides professional development for school leaders and policy makers. Previously, as an assistant superintendent, he developed and implemented a standards-based instructional program that included comprehensive assessment policies and strategic plans.

Target audience: Those involved in school leadership and assessment, including superintendents, principals, aspiring principals, curriculum directors and teacher leaders.

Date: Nov. 30, 2005

Registration deadline: Nov. 16, 2005

Location: Lenoir Community Center, Columbia, Mo.

Using Assessment to Enhance Student Achievement in Science

Hays B. Lantz Jr., director of science for the Baltimore County Public Schools in Maryland, will help you understand how to measure what students know and are able to do in the science classroom. He has either taught or supervised all grades K-16 and has been extensively involved in staff development and program development in science education for over 37 years.



Hays B. Lantz Jr.

As a participant, you will:

- Explore which forms of assessment are most effective in enhancing student achievement in science.
- Discover what assessment looks like in a SE science unit.
- Learn how to write rubrics that are clear, concise and effective.

You will receive a copy of the Lantz's book titled *Rubrics for Assessing Student Achievement in Science Grades K-12*.

Lantz's current interests in science education include implementation of state standards in science and technology, assessment of student achievement, performance-based teaching and assessment, and the effects of prior knowledge on learning.

Target audience: Teachers, teacher leaders, principals, curriculum directors and other district personnel interested in science education and assessment.

Date: March 14, 2006

Registration deadline: Feb. 28, 2006

Location: Lenoir Community Center, Columbia, Mo.

Classroom Instruction That Works

Debra Pickering is a private consultant and former director of staff development for Littleton Public Schools in Littleton, Colo. During more than 30 years in education, she has gained practical experience as a classroom teacher, building leader and staff development director.



Debra Pickering

In this workshop, Pickering will include specific descriptions of the nine types of instructional strategies that are shown to improve student achievement, as well as information about how these strategies are actually being used in classrooms. You will receive a copy of the book titled *Classroom Instruction That Works*, which Pickering co-authored with Robert Marzano and Jane Pollock.

As a participant, you will:

- Gain an understanding of the research on instruction and examine conclusions that can be drawn from that research.
- Develop a basic understanding of the nine categories of instructional strategies and the percentile gains that were realized with these strategies.
- Begin to practice using and applying these strategies.
- Consider recommendations for implementing these strategies in a way that will enhance student learning.

With a combination of theoretical grounding and practical experience in the “real world,” Pickering helps educators across the country translate theory into practice.

Target audience: Those involved in school leadership and curriculum, including superintendents, principals, aspiring principals, curriculum directors and teacher leaders.

Date: Oct. 4, 2005 **Registration deadline:** Sept. 20, 2005

Location: To be announced

Hear Our Cry: Boys in Crisis

Having witnessed newfound freedom for girls and women during the past two decades, researchers and educators are now turning their attention to the lack of simultaneous growth and autonomy among boys and men. **Dr. Paul Slocumb** has made this real-time crisis his focus, turning his insight on boys and their pain.

Boys are 85 percent of the discipline problems in school. They also constitute the largest population in special education, Title I, and those who have reading and writing problems. Boys are the ones who have committed the violent acts in America’s schools, and they are the most likely to drop out of school.



Paul D. Slocumb

Slocumb’s workshop focuses on:

- The “why” behind male behavior.
- What schools can do to begin making school more “boy friendly.”
- Issues that impact boys who come from poverty as well as from middle class.

Participants will receive a copy of Slocumb’s book titled *Hear Our Cry: Boys in Crisis*.

Slocumb has been a professional educator since 1966. He has been a teacher, a campus administrator, an instructional supervisor, a curriculum director and a deputy superintendent.

Target audience: Teachers, administrators, staff developers and instructional supervisors.

Date: Nov. 14, 2005

Registration deadline: Oct. 30, 2005

Location: Lenoir Community Center, Columbia, Mo.

Teaching Thinking Through Effective Questioning

Jill Slack, as a program associate with the Southwest Educational Development Laboratory (SEDL), leads the literacy initiatives in a five-state region, and designs and provides training, resources and ongoing support to state, district and intermediate agencies in reading, writing, questioning, coaching and school improvement strategies.



Jill Slack

Her interactive session describes effective questioning strategies for creating a “thinking environment” in the classroom for all students. Demonstrations will focus on specific questioning processes and how to utilize student responses.

Participants will:

- Develop a critical awareness of the research in thinking and questioning.
- Learn the types of questions and combinations of questions that promote student thinking.
- Learn self-assessment methods for analyzing questioning behaviors and their impact on student learning.
- Experience staff development strategies that facilitate the improvement of questioning behaviors.

Slack’s educational background includes serving as a reading specialist, a classroom teacher in the public school system and an assistant professor in higher education.

Target Audience: Teachers, administrators, staff developers and instructional supervisors. This workshop is limited to 60 participants.

Date: Jan. 18-19, 2006

Registration deadline: Jan. 4, 2006

Location: Lenoir Community Center, Columbia, Mo.

Instructional Leadership

and Collaboration

Action and Reflection

Need more ideas for engaging your students in their learning and to transfer that learning to everyday life? In this workshop, **Michelle Cummings** will introduce you to over 30 active problem solving and processing tools that are simple and easy to use in the classroom and beyond. Activities will be presented that focus on different learning styles and help you take traditional curriculum and transform it into hands-on activities.



Michelle Cummings

As a participant, you will:

- Learn and share new tools and techniques to enhance your classroom's quality and outcomes.
- Develop skills as a practitioner by analyzing your leadership and processing style and experimenting with different debriefing methods.
- Develop techniques to help students take responsibility and ownership for their experiences in the classroom and transfer those experiences to real life situations.

Participants will receive a copy of *A Teachable Moment: A Facilitator's Guide to Activities Processing, Debriefing, Reviewing and Reflection* by Cummings, Jim Cain and Jennifer Stanchfield.

Cummings is the "big wheel" and creator of Training Wheels, Inc., a known leader in the portable, adventure equipment industry.

Target audience: Teachers, school counselors, administrators, staff developers and instructional supervisors.

Date: Oct. 25, 2005

Registration deadline: Oct. 11, 2005

Location: Stoney Creek Inn, Columbia, Mo.

Whole-Faculty Study Groups

Emily Weiskopf, school improvement consultant, works with both leaders and teachers in making the shift to professional development systems focused on student needs. Her workshop will provide an overview of Whole-Faculty Study Groups (WFSG), a student-driven approach to professional development. "Whole Faculty" means that every faculty member at a school is a member of a study group focusing on data-based student instructional needs.



Emily Weiskopf

As a participant, you will:

- Understand that the WFSG is a system that targets the instructional needs of students.
- Learn the 15 procedural or process guidelines that provide a structure or vehicle for working on the work of teaching and learning.
- Examine the importance of data-based decision making.

Participants will receive a copy of the book titled *Whole-Faculty Study Groups: Creating Professional Learning Communities That Target Student Learning* by Carlene Murphy and Dale Lick.

Target audience: Teams of administrators and teachers, staff developers and instructional supervisors.

Date: Nov. 2-3, 2005

Registration deadline: Oct. 19, 2005

Location: Lenoir Community Center, Columbia, MO

Adaptive Schools (Learning Communities Don't Just Happen!)

Linda Bersinger leads and coaches organizations using "strategic visioning" techniques, team development strategies and leadership standards for excellence.

As a participant in her workshop, you will:

- Learn to enhance your effectiveness in building and sustaining professional learning communities in your school and district to improve student learning.
- Learn tools and strategies to help you work more efficiently and effectively in collaborative groups.
- Develop capacities of individuals and the organization to adapt, be generative, refine procedures, improve results, learn from experience and be true to core values in the process.

Participants will receive a copy of the book *The Adaptive School: A Sourcebook for Developing Collaborative Groups* by Robert Garmston and Bruce Wellman.

Bersinger serves as a cognitive coach and adaptive schools consultant for schools and districts. She co-authored the *Principal's Handbook*, published by the Association of California School Administrators (ACSA).

Target audience: Administrators, teachers, staff developers and instructional supervisors.

Date: Feb. 2-3, 2006

Registration deadline: Jan. 19, 2006

Location: Lenoir Community Center, Columbia, Mo.



Linda Bersinger



Mission

The Leadership Academy will positively impact student performance by inspiring and developing highly effective school leaders.

Series Benefits

Certification

Upon completing each session, you will receive a certificate of recognition. Those who complete a full strand will become certified Leadership Academy Professional Developers. Each graduate will receive a strand certificate.

Materials

In addition to a three-ring notebook, you will receive copies of presenters' materials, publications and books as indicated in session descriptions. You will also have the opportunity to share resources with others.

Networking

Throughout the year, participants will have opportunities to meet and work with colleagues statewide. All of the sessions will be

held in Columbia, Mo., or Jefferson City, Mo. Your expertise will be recognized, valued and enhanced as you learn, work and reflect.

Price incentives

To gain maximum benefit, you are encouraged to attend an entire strand. You may register for the entire strand at the reduced price. Also, the third person from a district attending the entire strand attends free.

Reimbursement vouchers

Eligible priority schools may request a professional development reimbursement voucher for up to \$600 to be used for quality professional development registrations and/or necessary expenses of their choosing. Contact Heather Northway at (573) 751-7986 for more information.

About the Series

The programs we offer in the Professional Development Series are designed to hone your skills in professional development and to develop expertise for school improvement efforts that are aligned with MSIP, CSIP, MAP and the National Staff Development Council (NSDC) standards for professional development.

The Professional Development Series aligns with the following ISLLC Standards:

- Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
- Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.
- Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- Acting with integrity, fairness and in an ethical manner.
- Understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

Registration Form

Please complete and return this two-page form by the date listed for each workshop to:

Missouri Department of Elementary and Secondary Education

Attn: Jennifer Wright

The Leadership Academy

P.O. Box 480

Jefferson City, MO 65102-0480

Phone: (573) 751-1370 • Fax: (573) 522-6526

For more copies of this brochure, visit the Leadership Academy Web site: dese.mo.gov/divteachqual/leadership/PD2005.pdf

Name _____

Position _____

School District _____

School Name _____

School Address _____

City _____ State _____ Zip _____

School Phone _____ School Fax _____

Home Address _____

City _____ State _____ Zip _____

Home Phone _____

E-mail Address _____

RPDC Region _____

My billing address is: ☐ School ☐ Home ☐ Other (please list below)

Billing Address _____

City _____ State _____ Zip _____

Billing Phone _____

Workshop schedule — All workshop hours are 9 a.m. to 3:00 p.m. Registration and continental breakfast begin at 8:30 a.m. Lunch is provided.

Payment — Payment is expected within 30 days after the workshop. Make checks payable to The Leadership Academy. Send payment to: Jennifer Wright, The Leadership Academy, Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, MO 65102-0480.

Lodging — Room reservations are your responsibility at the hotel of your choice.

Cancellation policy — Cancellations will be accepted up to two business days prior to the workshop. Otherwise, you will be charged the full workshop cost.

Persons with disabilities — Please call (573) 751-1370 at least three business days prior to the session if you need any accommodations in order to participate. Reasonable attempts will be made to accommodate individuals with special needs.

For more information — Please contact Jennifer Wright at (573) 751-1370.

Registration Form

Please register me for the following sessions or strands:

☐ **Entire School Leadership Strand — \$275***

- ☐ *Learning-Oriented School Leadership* with Ellie Drago-Severson – Nov. 17, 2005
Cost: \$100* **Registration deadline:** Nov. 3, 2005 **Location:** Room 450, Governor Office Building, Jefferson City, Mo.
- ☐ *Conscious Leadership* with Rob Bocchino – Feb. 24, 2006
Cost: \$100* **Registration deadline:** Feb. 10, 2006 **Location:** Lenoir Community Center, Columbia, Mo.
- ☐ *The Soul of Leadership: Creating a School Culture with Deep Connections* with Rachael Kessler – March 16, 2006
Cost: \$100* **Registration deadline:** March 2, 2006 **Location:** Lenoir Community Center, Columbia, Mo.

☐ **Entire Curriculum Strand — \$475***

- ☐ *Reading and Writing in the Content Area* with Karen Hartman – Oct. 19, 2005
Cost: \$100* **Registration deadline:** Oct. 5, 2005 **Location:** Lenoir Community Center, Columbia, Mo.
- ☐ *Math is Not a Four-Letter Word* with Larry Campbell – Jan. 12-13, 2006
Cost: \$200* **Registration deadline:** Dec. 29, 2005 **Location:** Lenoir Community Center, Columbia, Mo.
- ☐ *Differentiated Literacy Strategies for Student Growth and Achievement* with Gayle Gregory – Feb. 8-9, 2006
Cost: \$200* **Registration deadline:** Jan. 23, 2006 **Location:** Lenoir Community Center, Columbia, Mo.

☐ **Entire Assessment Strand — \$275***

- ☐ *Standards-Based Grading Practices* with Debra Pickering – Oct. 5, 2005
Cost: \$100* **Registration deadline:** Sept. 21, 2005 **Location:** Stoney Creek Inn, Columbia, Mo.
- ☐ *Assessment FOR Learning: Ten Competencies for School Leaders* with Steve Chappuis – Nov. 30, 2005
Cost: \$100* **Registration deadline:** Nov. 16, 2005 **Location:** Lenoir Community Center, Columbia, Mo.
- ☐ *Using Assessment to Enhance Student Achievement in Science* with Hays B. Lantz – March 14, 2006
Cost: \$100* **Registration deadline:** Feb. 28, 2006 **Location:** Lenoir Community Center, Columbia, Mo.

☐ **Entire Instructional Strategies Strand — \$375***

- ☐ *Classroom Instruction That Works* with Debra Pickering – Oct. 4, 2005
Cost: \$100* **Registration deadline:** Sept. 20, 2005 **Location:** To be announced
- ☐ *Hear Our Cry: Boys in Crisis* with Paul D. Slocumb – Nov. 14, 2005
Cost: \$100* **Registration deadline:** Oct. 30, 2005 **Location:** Lenoir Community Center, Columbia, Mo.
- ☐ *Teaching Thinking Through Effective Questioning* with Jill Slack – Jan 18-19, 2006
Cost: \$200* **Registration deadline:** Jan. 4, 2006 **Location:** Lenoir Community Center, Columbia, Mo.

☐ **Entire Instructional Leadership and Collaboration Strand — \$475***

- ☐ *Action and Reflection* with Michelle Cummings – Oct. 25, 2005
Cost: \$100* **Registration deadline:** Oct. 11, 2005 **Location:** Stoney Creek Inn, Columbia, Mo.
- ☐ *Whole-Faculty Study Groups* with Emily Weiskopf – Nov. 2-3, 2005
Cost: \$200* **Registration deadline:** Oct. 19, 2005 **Location:** Lenoir Community Center, Columbia, Mo.
- ☐ *Adaptive Schools (Learning Communities Don't Just Happen!)* with Linda Bersinger – Feb. 2-3, 2006
Cost: \$200* **Registration deadline:** Jan. 19, 2006 **Location:** Lenoir Community Center, Columbia, Mo.

- ☐ **Create Your Own Strand** — You may create your own strand by choosing workshops from any of the five strands; you must choose at least three workshops to receive a discount. Call Jennifer Wright at 573-751-1370 or Susan Hodges at 573-751-1941 for pricing on your personalized strand.

☐ _____

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Total amount due: _____

* **District team discounts:** One-day sessions are \$100; two-day sessions are \$200. Each additional person from a district attending the same session receives a 25-percent discount. Every third person from a district attending the same entire strand attends **free**. Individuals attending an entire strand receive a 25-percent discount. To receive district team discounts, registration forms **must** be mailed or faxed together.



Plan now to attend the 2005-2006 Leadership Academy Professional Development Series. Five strands are available:

- Leadership
- Curriculum
- Assessment
- Instructional Strategies
- Instructional Leadership and Collaboration

